



Teacher Induction in Illinois: Evidence from the Illinois Teacher Study

In this second report using data from the Illinois Teacher Study, we provide results about teachers' satisfaction with their preparation courses and their participation in induction activities. We also assessed the relationship between participation and intentions to remain in teaching.

Satisfaction with teacher preparation. Illinois' teachers who entered teaching from the mid 1990s to 2001 told us they were satisfied with their preparation programs. More than 80% felt their programs prepared them at least adequately to be ready for teaching. Somewhat fewer teachers were satisfied with their preparation to work with students with special needs, implement the Illinois Learning Standards, and use technology for professional and instructional purposes. In focus groups, teachers told us they would have liked to have more student teaching experience, and more realistic expectations of what their first year of teaching would be like.

Participation in Induction Activities. The experiences new teachers have when entering teaching can have a profound influence on their successful transition into the profession and their choices to remain in teaching. Induction activities that help with this transition are the building blocks of an ongoing process of professional development that accompanies teachers' growth throughout their careers. From this study we have learned that nearly all schools/districts in the Illinois public schools are providing some type of induction activity, and that most are providing a wider range of activities than even five years ago. More than half of the newest teachers, those who became certified in 1999-2000, received at least six of the eight

induction activities that we asked about. Most teachers found the activities at least somewhat helpful in their transition to teaching.

Is participation in induction activities associated with intention to remain in teaching? We asked new teachers if they intended to still be teaching in 2006. Teachers who received at least six of the eight induction activities we included were twice as likely to tell us that they intended to remain in teaching. And four activities stood out as most important for retention – reduced assignments such as committee work, release time to observe other teachers, workshops on topics such as teaching methods, lesson planning or student discipline, and access to computers and other technologies to assess and try out classroom applications.

Illinois teachers find each of their induction activities helpful. However, it is only by providing *a full range of opportunities*, that include most activities associated with induction programs that we can expect to increase the proportion of teachers who choose to remain in teaching.

This report, **Teacher Induction in Illinois: Evidence from the Illinois Teacher Study**, is also available at <http://ierc.siue.edu> under "Publications." For more information contact Dr. Brenda Klostermann at the Illinois Education Research Council. Her email is breklos@siue.edu.

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Teacher Induction in Illinois: Evidence from the Illinois Teacher Study

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HIGHLIGHTS OF FINDINGS

This report explores the early professional development activities of teachers who received initial certification in 1999/2000 (“Starters”) and teachers with up to five years of teaching experience (“Stayers”) in the Illinois public schools (IPS).

SATISFACTION WITH TEACHER PREPARATION COURSES

Both Starters and Stayers felt their undergraduate studies and teacher preparation courses adequately prepared them for teaching.

Areas in which individuals reported feeling adequately prepared include:

- How to work collaboratively,
- Knowledge of the subject matter that they are certified to teach,
- Overall readiness to teach,
- Knowledge of and practice in appropriate instructional techniques, and,
- Knowledge of and practice in assessment techniques for their certified subject matter.

Areas in which individuals felt less prepared include:

- How to work with students with special needs,
- How to implement the Illinois Learning Standards into lessons, and,
- How to use technology for professional and instruction purposes.

Ratings for “how to use technology” have improved (65% for Starters, 53% for Stayers).

In focus groups, teachers indicated they would have liked to have more student teaching experience, and more realistic expectations about how hard their first year of teaching would be.

PARTICIPATION IN INDUCTION ACTIVITIES

Schools and districts have stepped up new teacher induction activities to help newly certified teachers “swim” rather than “sink” during the first year of teaching.

- Nearly all teachers in the study reported receiving at least one induction activity, and 90% received at least two.
- More than half (54%) of the Starters received at least six of the eight activities included in the study, compared to just one third (32%) of the more experienced Stayers.

Induction activities most likely to have been received by both teacher groups include:

- Access to computers and other technologies to assess and try out classroom applications (85% Starters; 72% Stayers),
- District/school workshops aimed at new teachers (81% Starters; 73% Stayers), and,
- Access at district/school expense to topical workshops (e.g., teaching methods, lesson planning, student discipline) (81% Starters; 79% Stayers).

Induction activities least likely to have been received, again for both teacher groups, include:

- Reduced duties (e.g., no committee assignments) (44% Starters; 34% Stayers), and,
- Release time to observe other teachers (45% Starters; 37% Stayers).
- Starters were more likely to have received classroom observation by experienced teachers that were Stayers (61% versus 36%).

HELPFULNESS OF INDUCTION ACTIVITIES

Most teachers in both groups found all of the induction activities they received during their first year of teaching to be “somewhat” to “very” helpful. And they hold similar opinions about which induction activities were most helpful.

About half of teachers in the two groups found the following activities very helpful:

- Access to computers and other technologies to assess and try out classroom applications (56% Starters; 54% Stayers),
- Formal assignment of an experienced teacher to provide mentoring (55% Starters; 52% Stayers), and,
- Access at school or district expense to seminars or workshops on topics such as teaching methods, lesson planning, or student discipline (53% Starters; 44% Stayers).

PARTICIPATION IN INDUCTION ACTIVITIES AND INTENTIONS TO CONTINUE TEACHING

Four specific activities were associated with the Starters’ intention to be teaching in 2006. However, two of the four (reduced activities and release time to observe other teachers) were least likely to have been received.

- Reduced duties (e.g., no committee work),
- Release time to observe other teachers,

- Access at district/school expense to attend workshops on topics such as teaching methods, lesson planning, or student discipline, and,
- Access to computers and other technologies to assess and try out classroom applications.

Twice as many Starters who participated in at least six different induction activities reported intentions to be teaching in 2006.

- About a third of those receiving from one to five activities did not intend to be teaching in 2006, compared to about 15% of those who received six or more activities.

THE ROLE OF TEACHER SATISFACTION IN INTENTIONS TO CONTINUE TEACHING

New teachers’ general satisfaction with teaching is related to:

- Finding their induction activities helpful,
- Receiving more induction activities,
- Receiving specific induction activities:
 - Support sessions with school administrators,
 - Release time to observe other teachers,
 - Topical workshops, and,
 - Access to computers and other technologies to assess and try out classroom applications, and,
- Intending to teach in 2006.
 - 85% of new teachers who are “very satisfied” intended to teach in 2006, compared to
 - 63% of those who are “somewhat satisfied,” and
 - 54% of those who are “dissatisfied” with teaching.

INTRODUCTION

This report explores the early professional development activities of newly certified teachers and teachers with one to five years of teaching experience in the Illinois public schools (IPS). Data for this report were collected as part of a larger study examining the career plans and experiences of the newly certified and experienced teachers in the IPS.¹ Individuals were asked about their participation in specific induction activities for new teachers, and their perception of the helpfulness of the activities. Individuals also indicated their satisfaction with teaching and their intentions to continue teaching in the IPS in Fall 2006. This report examines the relationship among participation in induction activities, perceived helpfulness of induction activities, satisfaction with teaching, and intentions to be teaching in the IPS in 2006. Satisfaction with teacher preparation courses is also discussed.

BACKGROUND

The first year of teaching is often referred to as a “sink or swim” experience. Novice teachers experience a reality shock when confronted with the demands of teaching. Feeling overwhelmed and unsupported, some teachers do not last the first year, and many more do not stay past two to three years. A 2000 “Quality Counts” report by Education Week reported that 23% of new teachers leave teaching within their first three years. (Jerald & Boser, 2000) For Illinois, 32% to 40% leave within five years from Illinois public schools. (Presley, 2002)

Induction activities are being used more now than in past years to help teachers’ entry into practice. In 1997 Linda Darling-Hammond reported “the proportion of new teachers who have gone through an induction program in their

first year of teaching has more than tripled over the last decade, from 16-17% of teachers with more than ten years of experience to 55% of teachers who have taught for fewer than five years.” (Darling-Hammond, 1997) As of 1999-2000, 30 states have some form of induction program, however only 16 states require and fund their induction program. (Ansell & McCabe, 2003) In 2002, Illinois for the first time provided some state support for approved programs for new teachers.

Research indicates induction activities can help reduce the attrition of new teachers. National data show that teachers who do not participate in induction activities are nearly twice as likely to leave teaching within one to three years compared with those who do participate in an induction program. (Lee, Cleary & Presley, 2001) Well-developed, high-quality programs contribute to keeping new teachers on the job. (Weiss & Weiss, 1999) Basic induction programs include an initial orientation to school personnel, resources, and procedures. But successful induction programs also address personal support (e.g., stress management) and provide opportunities to improve skills learned in teacher preparation (e.g., handling discipline, using effective questioning techniques). The following are characteristics that are reported to constitute successful induction programs (Serpell & Bozeman, 1999):

- A coherent structure with well-designed activities that train beginning teachers on curriculum, effective teaching practice, and behavior management issues;
- A formal and structured mentoring component that focuses on improving practice, provides mentors with training, and compensates mentors;
- Release time or reduced teaching loads for beginning teachers and mentors, that sufficiently provides opportunities for

¹ In the Fall of 2001, the Illinois Education Research Council contracted with the Center for Government Studies at Northern Illinois University to conduct the study of teacher entry and retention in the Illinois public schools.

beginning teachers to observe and be observed;

- A means of formative assessment that emphasizes the assistance of beginning teachers on a continuum of professional growth; and,
- Sufficient and on-going fiscal resources and political support to sustain the program.

This report explores the experiences of and opinions about induction activities of newly certified teachers and teachers with one to five years of teaching experience in the Illinois public schools (IPS). Data concerning teachers' overall satisfaction with teaching and intentions to continue to teach in IPS relative to how helpful they found their induction activities, and the number and type of activities received also are presented. The findings identify components for professional development programs that are most likely to influence intentions to continue teaching in the IPS.

DATA

Data for this study were obtained through telephone interviews of individuals certified to teach in Illinois. The interviews were conducted in late November through December, 2001.² The two samples of certified individuals used in this report were derived from the Teacher Certification Information System (TCIS) and Teacher Service Record (TSR) databases maintained by the Illinois State Board of Education (ISBE) and were identified as follows:³

² In the Fall of 2001, the Illinois Education Research Council contracted with the Center for Government Studies at Northern Illinois University to conduct this study. Advanced Data-Comm Inc. from Dubuque, Iowa was hired by the latter group to administer the telephone surveys.

³ Data on two other groups were also collected. However, those participants were not asked about induction activities because they were not regular teachers in 2000/01. See DeAngelis, Peddle, Trott, and Bergeron, IERC, (December 2002) for further details.

1. Starters - Individuals initially certified to teach in school year 1999/2000 and working as regular teachers in the Illinois public schools (IPS) in the following year (2000/01). These individuals had no reported teaching experience in the IPS at the time of certification.
2. Stayers - Individuals certified to teach in school year 1994/95 and reported as regular teachers in IPS in 1999/00 and 2000/01.⁴

"Regular" teachers in this study include full-time regular classroom teachers and full-time special education teachers in the IPS. A survey instrument was developed for each of these groups. The instruments were created using questions adapted from the education component of the Baccalaureate and Beyond Longitudinal Study ("Baccalaureate and Beyond Longitudinal Study," National Center for Education Statistics, U.S. Department of Education, 1997) and the extensive instrument developed for the Task Force on Teaching and California's Future ("Survey of California Teachers," The Task Force on California's Future, January 2001), as well as questions initiated specifically for this study. The purpose of the sampling design for each survey was to produce statewide random samples of each of the respective groups of certificate holders. The surveys were not purposefully designed to facilitate sub-state or content area analyses.

Each survey had a question designed to determine whether an interviewee met the key definitional criterion to participate in the survey for which a contact was made; contacts who failed to meet the criterion were to be eliminated from the samples. For example, if the survey was to be of individuals who were regular teachers in the Illinois public schools in 2000/01 and it was reported in the interview that the individual did

⁴ The number of teaching service years was not extracted from the TSR. Thus, we do not know how many years Stayers had been teaching between 1994/95 and 1999/00. We can say for certain that they were regular IPS teachers in 1999/00 and 2000/01 and it is likely that most were teaching in 1995/96.

not hold such a position, then the interview was to have ended. Interviews with up to 400 individuals from each sample were completed, although sample sizes decreased slightly during the analysis phase as misclassification errors were discovered. A small number of Starters, for example, were found during the survey to be holding non-regular teaching positions in the IPS, including aide and substitute positions; these people were eliminated. The cooperation rate was 72% for Starters and 70% for Stayers.⁵

Differences that are reported in this study were significant at the 0.05 level of confidence. This means that we are 95% certain that if we were to examine a different sample, we would receive similar results.

Follow-up focus groups with newly certified teachers and teachers with one to five years

experience explored why teachers leave IPS during their first five years.⁶ Five focus groups were conducted in mutually exclusive school districts in Illinois, two in southern Illinois, one in southwestern Illinois, one in northern Illinois, and one in central Illinois. Thirty-five teachers participated in the groups. Teachers were compensated \$20 for their time and assured confidentiality of their responses. The same interview protocol was used in each of the groups. A note-taker compiled detailed notes, and each session was tape-recorded to check for accuracy. Each focus group was summarized and a set of summary observations of the combined focus groups was generated. Themes were identified to synthesize and compile the data.

⁵ A cooperation rate is based on those who were contacted to participate in the survey, regardless of whether they agreed to participate. Cooperation rates do not include people whom the survey administrators did not reach or people for whom the survey administrators did not have correct contact information ("bad phone numbers"). The percentage of bad phone numbers in this study was 24 percent for the Starters and 15 percent for the Stayers. Subsequent comparisons between the characteristics of the samples and those of the populations from which the samples were drawn suggest that the samples are quite representative of their respective populations with one noteworthy exception. Individuals from the Chicago region are underrepresented by about 10 percentage points (61 percent of the respondent group versus about 70 percent of the population) for the Starters and 18 percentage points (50 percent of the respondent group versus 68 percent of the population) for the Stayers.

⁶ In April 2002, the Illinois Education Research Council contracted with Program Evaluation for Education and Communities (PEEC), Carbondale, IL, to conduct the focus groups.

RESULTS

SATISFACTION WITH TEACHER PREPARATION COURSES

Starters and Stayers were asked about the adequacy of their undergraduate studies and teacher preparation courses in preparing them for teaching. Over 80% of the respondents from each teacher group judged their preparation as adequate or more than adequate on the following criteria (see Chart 1):

- How to work collaboratively;
- Knowledge of the subject matter that they are certified to teach;
- Overall readiness to teach;
- Knowledge of and practice in appropriate instructional techniques; and,
- Knowledge of and practice in assessment techniques appropriate for the subject matter they are certified to teach.

Teachers gave their lowest ratings (i.e., less than 70% of respondents) of adequacy to three aspects of their preparation courses. These were:

- How to work with students with special needs;
- How to implement the Illinois Learning Standards into lessons; and,
- How to use technology for professional and instructional purposes.

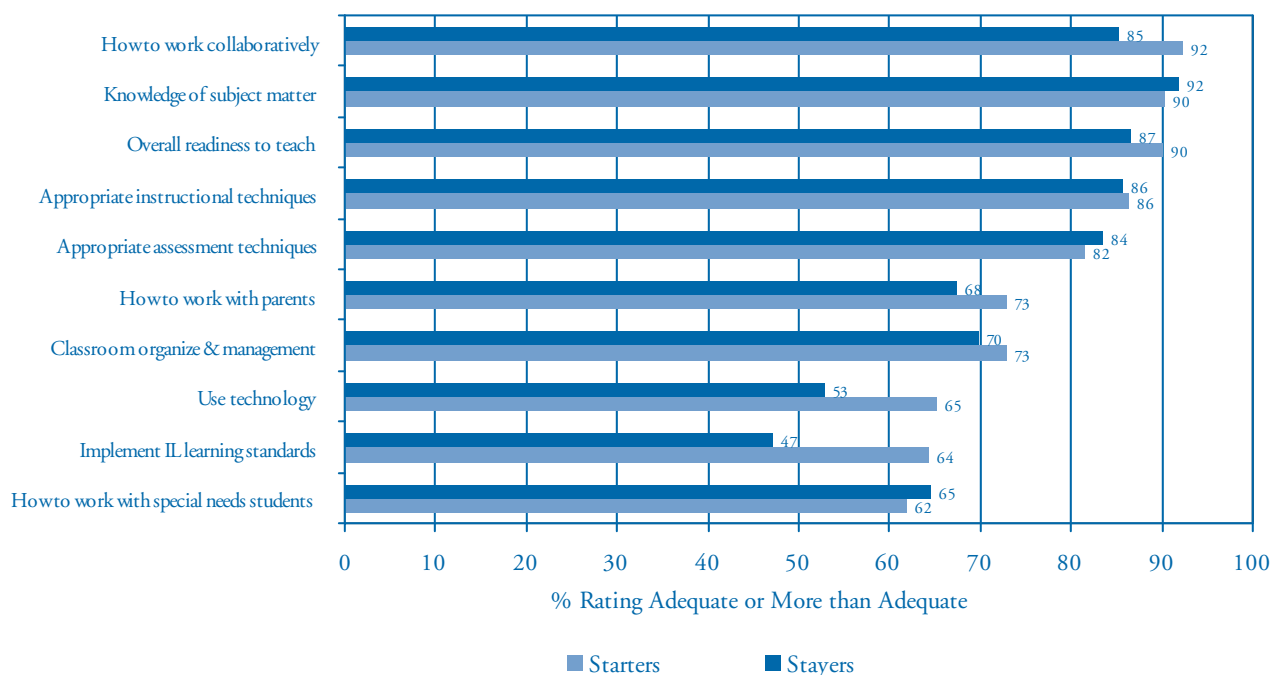
It should be noted that the Illinois Learning Standards were not in place when the Stayers received their preparation and certification, which helps explain their low evaluation of their preparation on “how to implement the Illinois Learning Standards into their lessons.”

Importantly, the “how to use technology” criterion improved from an adequacy rating of 53% for Stayers to 65% for Starters. On the other hand, the ratings on “how to work with students with special needs” did not show improvement.

New teachers in the focus groups talked about their preparation for teaching. Commonly, they expressed the need for more clinical experience, especially student teaching. They said that a one-semester student teaching experience was insufficient to expose them to the range of “difficult discipline dynamics” a teacher would encounter and too short to address the self-doubt that new teachers experience in challenging and motivating students. In addition, teachers in the focus groups expressed the need for more realistic expectations about their first year of teaching. As one teacher said, “[Teacher educators] need to change the expectation that teaching will be easy...they need to admit that teaching will be one of the hardest things you ever do.”

In summary, Starters and Stayers rated their teacher preparation courses positively. Most felt adequately prepared for their first year of teaching. Areas where improvement can be made include better training for working with special needs students, implementing the Illinois Learning Standards, and using technology for professional and instruction purposes.

Chart 1
Respondents' Ratings of Adequacy of Teacher Preparation



TEACHERS' PARTICIPATION IN INDUCTION ACTIVITIES

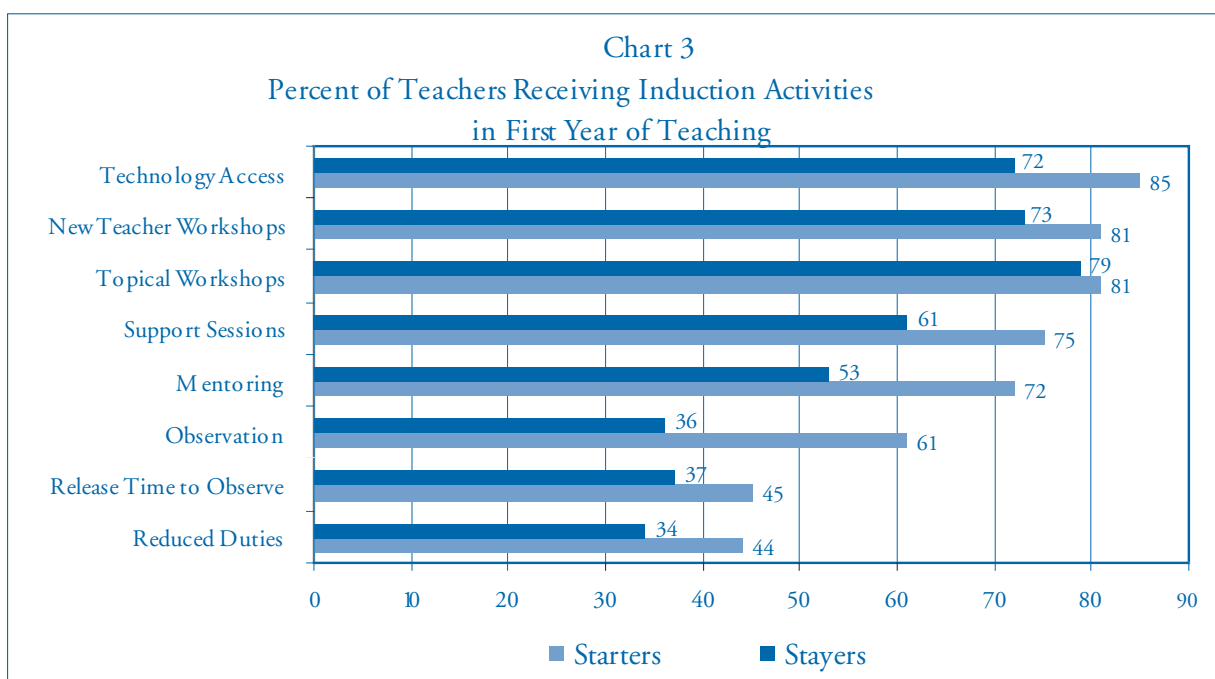
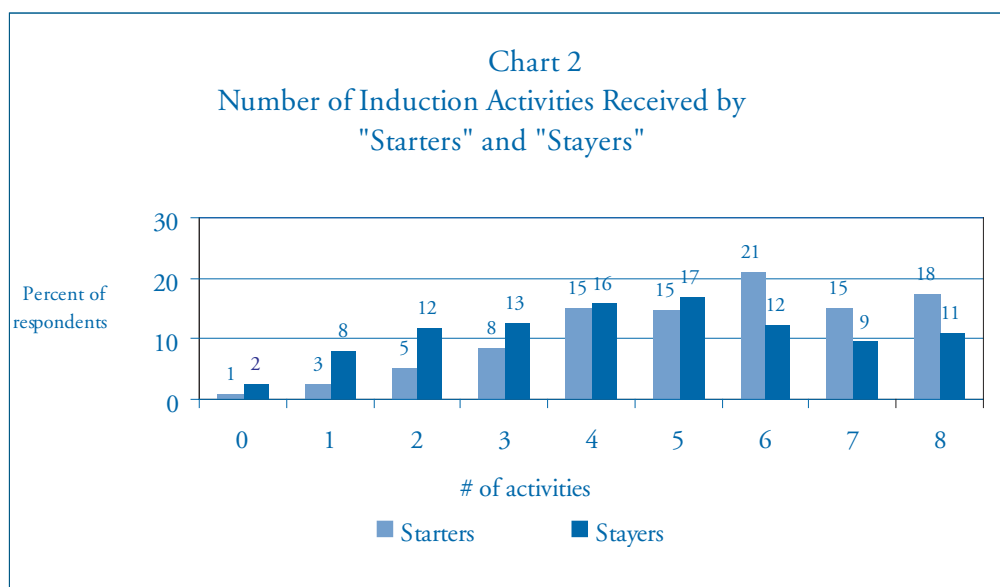
Teachers who were Starters and Stayers were asked questions about “professional support activities” or induction activities they may or may not have received in their first year of teaching. A total of 353 Starters and 381 Stayers answered questions pertaining to participation in specific induction activities.

Schools/districts have stepped up their efforts to provide a range of activities to help newly certified teachers “swim” rather than “sink” during their first year of teaching. Most Starters and Stayers in this study received some sort of induction (Chart 2). But Starters are receiving a greater number of different induction activities than Stayers. More than half of the Starters received six, seven, or eight *different* activities while two-thirds of Stayers received five or fewer activities.

In addition, Starters are more likely to have received each activity than are Stayers. Chart 3 provides the percent of teachers receiving the

different induction activities in their first year of teaching. The induction activities most likely to have been received by both Starters and Stayers include access to computers and other technologies to assess and try out classroom applications, district/school workshops aimed at new teachers, and workshops at district/school expense on topics such as teaching methods, lesson planning and student discipline. Induction activities least likely to have been received, again for both Starters and Stayers, include reduced duties (e.g., no committee assignments), and release time to observe other teachers. Stayers were also less likely to have received classroom observation by experienced teachers.

Our third measure of induction is the helpfulness of induction activities during teachers' first year of teaching. Both Starters and Stayers were asked this question. Only teachers reported as having participated in an induction activity were asked to rate that activity. Since only 1% of Starters and 2% of Stayers received no activity,



most participants are included in the following discussion. Of the eight induction activities identified in the surveys, both Starters and Stayers reported the same three activities (and in the same order) with the highest response of being “very helpful” (see Charts 4 and 5):

- Technologies to assess and try out classroom applications.
- Formal assignment of an experienced teacher to provide mentoring.

- Access at school or district expense to seminars or workshops on topics such as teaching methods, lesson planning, or student discipline.

Overall, the induction activities were at least “somewhat helpful.” In all cases, the “not at all helpful” rating never exceeded 17% of those who had received the activity.

Chart 4
Ratings of Induction Activities by Starters

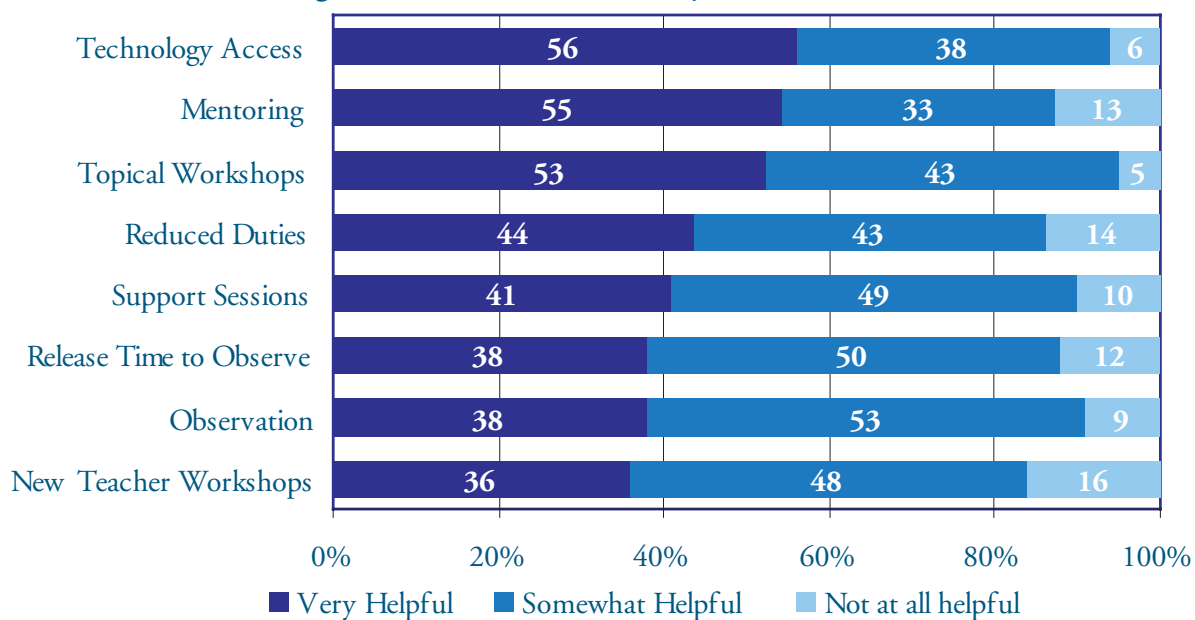
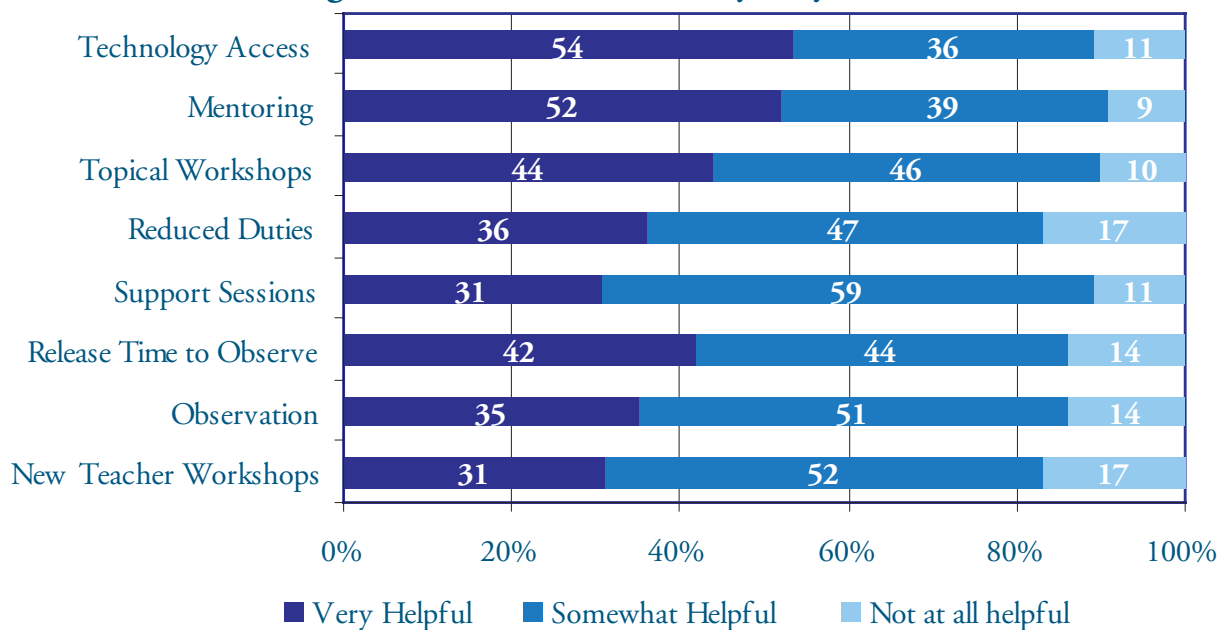


Chart 5
Ratings of Induction Activities by Stayers



Note: Due to rounding, total numbers may not equal 100.

PARTICIPATION IN INDUCTION ACTIVITIES AND INTENTIONS TO CONTINUE TO TEACH

We showed earlier that in national studies, participation in induction activities has been associated with staying in teaching. We examined the data from the current study to determine if similar results would be found with recently minted Illinois teachers. We have three measures of participation: the type of activity undertaken, the number of activities undertaken, and respondents' assessments of the helpfulness of each of those activities. Given that new certificants have not yet established an employment history, analysis is limited to using "intention to teach in 2006" as a proxy for "staying in teaching." Three-quarters (77%) of the Starters told us that they intended to be teaching in Fall 2006. To simplify the presentation of results, we grouped those who replied "no" to this question with those who responded "not sure" since their responses were found to be similar. Differences that we report persisted when the three groups were analyzed separately, and when the "not sure" group was excluded from the analyses.

Type of Activity Undertaken

Since all but 1% of the Starters in our study received at least one induction activity, we examined the participation in each of the induction activities individually rather than whether or not a teacher participated in any induction activity. This will help determine whether specific induction activities are associated with intentions to remain in teaching.

Table 1 shows the percent of Starters who intended to teach in 2006 by participation in each induction activity. Participation in four of the eight specific induction activities we asked about is associated with new certificants' intention to teach in 2006. For example, 87% of Starters who received reduced duties (e.g., no committee work) intended to teach in 2006, compared to only 70% who did not receive reduced duties. Participation in several other

Table 1. Starters' Participation in Induction Activities By Their Intentions to Teach in IPS in 2006

	Percent intending to teach in Fall 2006	
Induction Activity	Participated	Did Not Participate
Reduced Duties (e.g., no committee work)	87%	70%
Release Time to Observe Other Teachers	84%	72%
Topical Workshops	81%	63%
Access to Computers and Other Technologies	80%	60%
Observation by Experienced Teacher	80%	73%
Support Sessions with High-Level School	78%	77%
Workshops Aimed at New Teachers	77%	78%
Mentoring	76%	82%
Note: Highlighted activities are statistically significant at the .05 level.		

induction activities was also associated with intention to teach in the long term (2006). These include release time to observe other teachers, participation in topical workshops, and access to computers and other technologies. Interestingly, participation in mentoring did not significantly affect Starters' intentions to stay. The new ISBE program requirements for standard certification include two out of the four activities, namely, release time and topical workshops.

Number of Induction Activities Received

We examined whether the number of different induction activities received was related to intentions to teach in the IPS in 2006. Starters' intentions to remain teaching in the IPS were related to the number of induction activities they received in their first year of teaching (Table 2). New certificants who received six or more induction activities (i.e., different types of activities) are more likely to intend to teach in 2006. About a third of those receiving from one to five activities did not intend to be teaching in 2006, compared to about 15% of those who received six or more activities. Over half (54%) of the Starters in this study received six or more induction activities.

Helpfulness of Induction Activities

Is helpfulness also related to intention to remain in teaching? For this analysis, we created an index of teachers' assessment of the overall helpfulness of their induction activities. We then used this index to compare teachers' assessments of their induction activities to their intentions to remain in the IPS. The index was calculated by dividing the number of activities rated "not at all helpful" by the number of induction activities received. The index ranged from 0 to 1, with 0 indicating all activities were rated "somewhat" or "very helpful", and 1 indicating all of the received induction activities were rated "not at all helpful." The index was then divided into three categories. A large majority of Starters (63%) found all of the induction activities they received to be "somewhat" to "very helpful," while only 6% rated all of their received induction activities as "not at all helpful."

While not significant at the .05 level, the results are suggestive of a positive association between helpfulness of induction activities and Starters' intentions to teach in 2006 (Table 3). The percent of Starters intending to teach in 2006 decreases from 81% for those who found all of their induction activities "somewhat or very helpful" to 65% for those who found at least half "not at all helpful."

Table 2. Number of Induction Activities Received By Starters, by Intention to Teach in IPS in 2006

Number of Induction Activities Received	Percent intending to teach in Fall 2006	
	Yes	No and Not Sure
0 activities received	Small N	
1 activity received	67%	33%
2 activities received	67%	33%
3 activities received	70%	30%
4 activities received	72%	28%
5 activities received	64%	36%
6 activities received	84%	16%
7 activities received	85%	15%
8 activities received	87%	13%
Note: Highlighted activities are statistically significant at the .05 level		

Table 3. Starters' Index for Helpfulness of Received Induction Activities by Intention to Teach in the IPS in 2006

Induction Helpfulness Index	Percent Intending to teach in Fall 2006*	
	Yes	No and Not Sure
All were somewhat or very helpful	81%	19%
Some were "not at all helpful"	72%	28%
At least half were "not at all helpful"	65%	35%
* p=.09		

THE ROLE OF TEACHER SATISFACTION IN INTENTIONS TO CONTINUE TEACHING

We have shown in the last section that new Illinois teachers' intentions to continue to be teaching in the IPS in 2006 is related to their participation in specific induction activities (i.e., release time, topical workshops, reduced duties, and access to computers and other technologies), and the number of different activities in which they engage. But we must be cautious in ascribing causality to most of these findings. General satisfaction with teaching is also related to teacher retention. Eighty-five percent (85%) of Starters who were "very satisfied" with their teaching position intend to teach in 2006, compared to 63% who were "somewhat satisfied"

and 54% who were "dissatisfied" (Table 4). But teachers who found their induction activities helpful were also more likely to be satisfied with their jobs. Fewer than 10% of those who found some or all of their induction activities helpful were dissatisfied with teaching, compared to 30% of those who found more than half of their induction activities unhelpful. We cannot say from this study whether satisfaction with teaching causes teachers to view their induction activities positively, or vice versa.

We also found that satisfaction was higher for teachers who received more activities. Again, we need to be cautious in ascribing causation.

Table 4. Starters' Satisfaction with Teaching and Induction Helpfulness, Participation in and Average Number of Induction Activities Received, and Intention to Teach in 2006

	Very Satisfied with Teaching	Somewhat Satisfied with Teaching	Dissatisfied with Teaching			
Distributuion of Starters by level of satisfaction with teaching	68%	25%	7%			
Percent Intending to be Teaching in 2006	85%	63%	54%			
Induction Index						
All were "somewhat" or "very helpful":	72%	24%	4%			
Some were "not at all helpful"	65%	27%	8%			
At least half were "not at all helpful"	45%	25%	30%			
Average Number of Induction Activities Received	6	5	4			
Percent Participation in Specific Activities	Participated	Did Not Participate	Participated	Did Not Partidipate	Participated	Did Not Participate
Release Time to Observe	71%	65%	26%	25%	3%	10%
Topical Workshops	72%	52%	23%	37%	6%	12%
Access to Computers and Other Technologies	72%	42%	23%	38%	4%	21%
Support Sessions	72%	57%	25%	27%	3%	17%
All Other Activities	Not statistically significant					

Perhaps teachers who receive a greater number of different activities are working in districts that have additional characteristics that distinguish them from districts employing the other teachers.

Participating in four specific induction activities was associated with higher levels of satisfaction with teaching (Table 4). These activities included release time to observe other teachers, topical workshops, access to technologies, and support sessions. Three of these activities (i.e., release time, topical workshops, and support sessions) are included in ISBE's new program requirements for standard certification.

In this section we gave a general picture of induction activities that are more conducive to teacher intentions to remain in teaching and are related to satisfaction of teaching. We showed that some induction activities are more strongly related to intentions to remain in teaching than are others for Illinois teachers. Those activities are usually the activities that teachers also report as being the "most helpful." (See Table 1 and Charts 4 and 5). Interestingly, mentoring was the one activity that both Starters and Stayers found very helpful, but participation was not related to teachers' intentions to stay.

SUMMARY AND RECOMMENDATIONS

Chart 6 graphically summarizes the relationships among the factors discussed in the report that were significant at the .05 level. Participation in specific induction activities and the more different induction activities received increases the likelihood of intending to teach in 2006. In addition, Starters who are more satisfied with their teaching are also more likely to intend to teach in 2006.

Results from our study suggests strategies for retaining teachers:

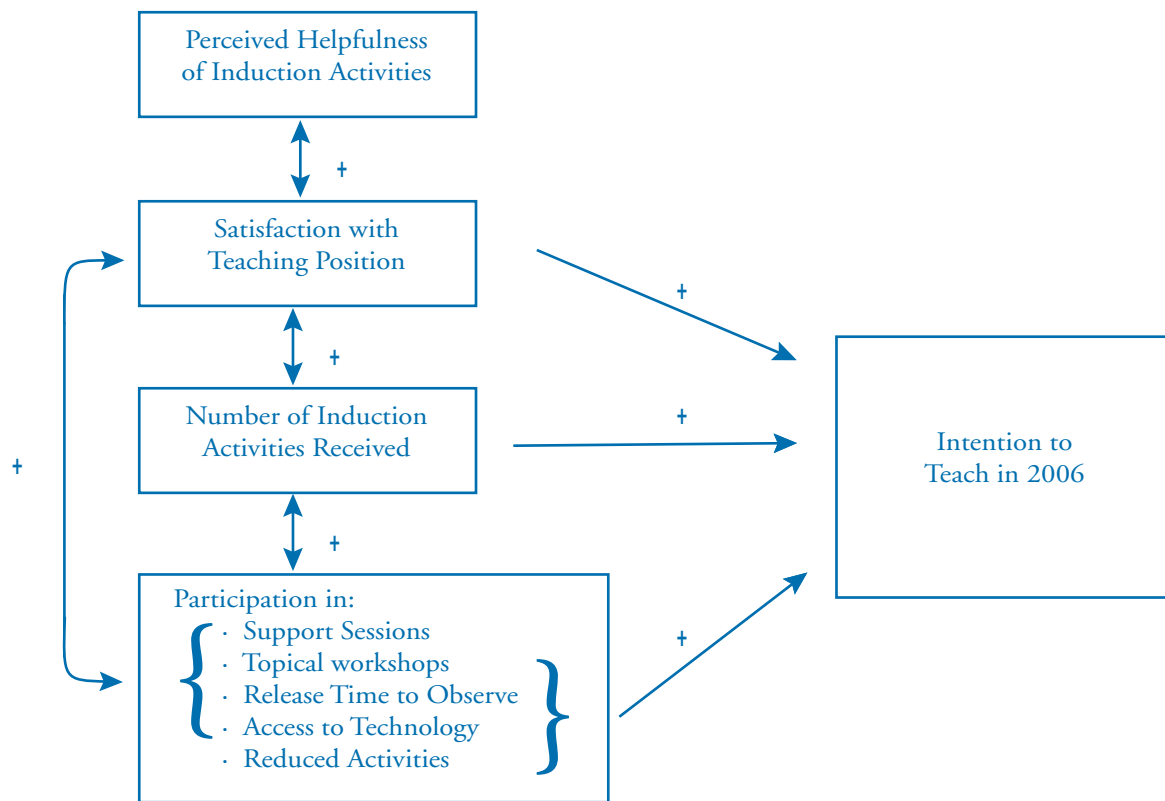
- Providing induction activities that include reduction of duties (e.g., no committee work), release time to observe other teachers, workshops at the district/school expense on topics such as teaching

methods, lesson planning and student discipline; and access to computers and other technologies to assess and try out applications in the classroom.

- Provide as many different induction activities as possible to assist new teachers in the classroom.

Comprehensive induction programs likely reflect overall professional learning environments that are supportive of their teachers and their teachers' career growth. In turn, increased teacher retention will help improve schools as learning environments for students.

Chart 6. Factors Related to Teachers' Intentions to be Teaching in 2006



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